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AUTHOR Shelver, Janet
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ABSTRACT

The final report of the Sioux Falls, South Dakota elementary project in career awareness and self-awareness analyzes the results of pre- and posttesting for grades 1-6, for experimental and control groups, and for males and females within individual classrooms. Three experimental and three control classes were identified in each of two elementary schools. The testing instrument for grades 1-3 was the "Pictorial Self-Concept Scale for Children in K-4," while the Self-Esteem Inventory was selected as the instrument for grades 4-6. The elementary project was developed on the concept that career awareness is related to the total development of the individual. Teachers of both experimental and control groups were all highly oriented toward helping students develop a positive self-concept; however, teachers of control classes were not provided with planned project activities. Results of pre- and posttesting indicate greater positive change in feelings about self for the experimental groups. Future recommendations were to: continue the self-awareness program for elementary students, provide adequate materials for teachers, provide the services of an elementary counselor, and arrange for inservice programs for teachers. The document contains 13 pages of supportive graphs and tables. (EA)

ED 097535

FINAL REPORT

ON

SELF AWARENESS TEST INSTRUMENT

Project No. V261001L

Grant No. OEG-0-72-1103

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Submitted By

Mrs. Janet Shelver

Elementary Counselor

Sioux Falls Public Schools

July, 1973

Donald Barnhart State Supt. of Public Instruction - Pierre
South Dakota 57501

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INTRODUCTION

The following report covers the results of the elementary project in Self Awareness for "Career Awareness for Elementary and Secondary Schools", a federally funded project from the U.S. Office of Education. The elementary program was developed with a double focus: Career Awareness and Self-Awareness. The elementary project was built on the concept that career awareness is related to the total development of the individual.

The project is under the local direction of Dr. Ken Gifford, Coordinator of Career Education for the Sioux Falls public schools. The pilot testing schools for the project on self-awareness have been Bancroft Elementary School and Lincoln Elementary School. The testing for this section of the CASES study was administered (along with compilation of data and writing of the report) by Mrs. Janet Shelver, Elementary Counselor of Bancroft and Lincoln Elementary Schools.

DELIMITATIONS

The self-awareness program as developed through the CASES project places much emphasis on helping each student to develop a positive feeling about self, to help him recognize personal strengths and weaknesses, to help him relate more positively to people. The teachers of both elementary schools, those who taught in the control situations as well as the teachers in the experimental project, were all highly oriented toward helping their students develop a positive self-concept; however, the teachers in the control section were not provided with the instruments as projected in the CASES Guide. In addition, the elementary counselor was hired to work with Title I children which made the counselor available to work in every classroom - both control and experimental. Also, through the Title I program group counseling was expected to be available for every classroom. However, because of lack of available time counseling groups were not developed for the fourth grade classrooms of Bancroft School and the first grade classrooms of Lincoln Elementary. Consultation services were available to all teachers (also open to parents), along with individual counseling for all students as needed.

DEFINITIONS

CASES - Career Awareness for Secondary and Elementary Students
This title was given to the project No. V261001L, Grant No. OEG - 0 - 72 - 1103 at Sicux Falls, South Dakota

Pilot Schools - Bancroft Elementary and Lincoln Elementary Schools, Sioux Falls, South Dakota

Testing Instruments - The Pictoral Self-Concept Scale for Children in K-4 developed by Angelo S. Bolea, University of Maryland; Donald W. Felker, Purdue University; Margaret D. Barnes, University of Maryland.
The Self-Esteem Inventory developed by Stanley Coopersmith, University of California, Davis Campus, (25 item - Form B).

Control Groups - Those students who were enrolled in grades 2, 4, 6 at Bancroft Elementary and those students who were enrolled in grades 1, 3, 5 at Lincoln Elementary. These students did not receive the added emphasis of a self-awareness program presented by the classroom teacher as described in the CASES Guide.

Experimental Groups - Those students who were enrolled in grades 1, 3, 5 at Bancroft Elementary and those students enrolled in grades 2, 4, 6 at Lincoln Elementary. These students had the opportunity to participate in a planned program of self-awareness as described in the CASES Guide.

DEVELOPMENT

THE TESTING INSTRUMENT FOR THE PRIMARY GRADES (Grades 1,2,3)

The Pictoral Self-Concept Scale for Children in K-4 was selected to measure the change in self-concept as a result of the pilot study in self-awareness (CASES project) for grades one, two, and three. (The Pictoral Self-Concept Scale will be referred to as the PSC.) The individuals who developed the PSC are Angelo S. Bolea, University of Maryland; Donald W. Felker, Purdue University; and Margaret D. Barnes, University of Maryland. The PSC is a non-verbal instrument which can be efficiently administered to groups of children. The validation studies reviewed by the authors of the scale in a paper presented at the Annual Meeting of the National Council on Measurement of Education, Minneapolis, March, 1970, indicate that the instrument is valid and that the scale is useful with children in situations investigating self-concept. The evidence concerning validity was of two types: construct validation of psychological tests - followed recommendations of Cronbach and Meehl (1955); successful use of the scale in research. The split-half reliability with 1813 subjects was .85.

TESTING PROCEDURES FOR PSC

The PSC consists of a deck of fifty cards (3" x 5") with cartoon type pictures representing situations that deal with family, school, peers and self. The decks are differentiated by sex so that the central figure in the cartoon is distinguished as male or female by clothing and hair. The activity pictured is the same for each sex. Each child received a deck of cards with girls receiving cards in which the central figure was pictured as a female and the boys' decks represented the central figure as a male. The central figure was further identified with a star on the front of the shirt or blouse. Each child was told to decide whether the child with the star on his shirt in the picture was like him, sometimes like him or not like him. Each child separated the cards into three distinct piles on three different sized and different colored pieces of paper. One color and size represented "like me", another color and size "sometimes like me", and still another size and color represented "not like me". Each child's responses were identified by name, classroom, and school. The counselor collected each set with responses being recorded later on a three-column numbered score sheet. Each card had a designated weight value making it possible to compute a self-concept score. The scoring was completed through use of computers available at the Southeast Area Vocational School. Scoring was based on the placement of the card and the weighted value of the card.

The pre-testing was administered during the first two weeks of October, 1972; the post-testing during the first two weeks of May, 1973 - a seven month experimental period. A total of 252 primary students were tested - 139 in the experimental group and 113 in the control group.

Control Sections	Number	Experimental Sections	Number
Lincoln 1st Grade -	28	Bancroft 1st Grade -	44
Bancroft 2nd Grade -	43	Lincoln 2nd Grade -	44
Lincoln 3rd Grade -	52	Bancroft 3rd Grade -	51

The testing was administered by the counselor in the classroom. All the children in the classroom participated simultaneously, after the directions were given to the group by the counselor. The teachers were not asked to leave the classroom during either the pre- or the post-testing. The teachers did not have access to the testing instrument nor did they assist with the administration of the PSC. Since the instrument was non-verbal, each child completed sorting his set of cards with no verbalization necessary concerning the card content. The counselor collected each set of completed responses, was responsible for recording and sending the results to the computer service for scoring.

Pre- and post-testing was conducted in exactly the same manner, administration followed identical procedures in every classroom of the two pilot schools.

TESTING INSTRUMENT FOR THE UPPER ELEMENTARY (Grades 4, 5, 6)

The Self-Esteem Inventory (SEI) developed by Stanley Coopersmith of the University of California, Davis Campus, was selected as the instrument for pre- and post-measurement of the pilot study in self-awareness (CASES Project) for grades four, five, and six. Form B, the short form of the SEI was used with one exception: Item 16 of Form B was deleted and it was replaced by Item 33 of Form A. (Deleted: "There are many times when I would like to leave home." The replacement: "No one pays much attention to me at home.")

Form B was selected because it takes about half the administration time of Form A. The correlation between the two forms was reported by Dr. Coopersmith to be .86. Validating information is presented in Coopersmith's monograph "The Antecedents of Self-Esteem" (Freeman, San Francisco, 1968). The monograph also reports the test-retest reliability for the Self-Esteem Inventory after a five-week interval was .88 with a sample of 30 fifth grade children. After a three-year interval with a different sample of 56 children, the reliability was .70.

Form B of the SEI is a 25 item inventory. The student responds to the statements by placing a check mark in one of two columns - "Like Me" or "Unlike Me." The score is reported as a single score with a maximum of 25, indicative of high self-esteem. The responses which indicate high self-esteem are identified for the administrator of the test on an accompanying scored copy provided by Dr. Coopersmith. The correct responses are noted, then the number is multiplied by four (25 x 4 = 100) providing a figure which is comparable to the self-esteem evaluation score obtained on Form A.

TESTING PROCEDURES FOR SEI

Form B (with changes) of the SEI was administered in each classroom at the fourth, fifth, and sixth grade level by the elementary counselor. Identical procedures were followed in each classroom. During the pre-testing sessions the teacher was not present in the classroom but during the post-testing the teacher could be present if she/he wished but remained inconspicuous and entirely removed from the activity. The directions for the inventory were read aloud to the group with a simple demonstration on the chalkboard. The administrator requested that all students respond to the statement after the administrator completed reading it aloud. The first item was read aloud, followed by a brief pause allowing time for the students to place a check mark either in the column "Like Me" or "Unlike Me." Each of the 25 items were read in a similar manner. Recognition was given to the fact that some students are rapid readers but a special request was made that, for this activity, all students proceed at the same pace. Cooperation was 100%, thus permitting the slower readers to have equal opportunity and avoiding the possibility of misinterpretation because of reading disability. The students in every classroom seemed to respond with sincerity and thoughtful consideration.

Administration time averaged 28 minutes per classroom. The Data Processing Center at Southeast Area Vocational School processed the responses.

Pretesting was completed early in October, 1972, with the posttesting being completed in mid-May, 1973. A total of 333 responses were tallied, 158 in the experimental group and 175 in the control group.

Control Sections	Number
Bancroft 4th Grade -	60
Lincoln 5th Grade -	58
Bancroft 6th Grade -	57

Experimental Sections	Number
Lincoln 4th Grade -	52
Bancroft 5th Grade -	50
Lincoln 6th Grade -	56

ANALYSIS OF FINDINGS

The mean scores have been tabulated in pre- and post-testing for all classrooms, for grade levels, and for males and females within each individual classroom for experimental and control groups of the Self-Awareness project of CASES at the elementary level. The analysis given in this report is based upon a visual observation of the mean scores.

The experimental groups, as noted in Figure 1, illustrate a positive variation in scores between the pre- and post-testing period with one exception - the thrid grade sections indicate little change over the seven month period of experimentation. Figure 2, which illustrates the mean scores - pre- and post-, of the control classrooms shows very little variation in the mean scores over the seven month period.

Figure 3, a comparison between the experimental classrooms and the control classrooms, graphically pictures the change in mean scores over the seven month period. Some of the classrooms scored at a lower mean on the post-test thus necessitating a negative placement on the graph. The difference in mean scores between pre- and post-testing for the experimental groups ranged from a -2.4 to a +20.0; the range for the control sections was -3.1 to +6.0. It can be noted with ease that the experimental classrooms made greater change in the mean scores than the control classrooms with the exception of the third grade classrooms and 502 of the experimental section. Curiosity is aroused by the apparent aberration of the pattern by the third grade classrooms and Expermental 502. One must look again at Figure 1, noting that the two third grade classrooms of the experimental group scored in the high 60's with both their pre- and post-test scores; then consider that the validation studies for the Pictorial Self-Concept Scale, reported

by the designers of the scale, state that 48.00 is the mean score that was identified for third grade. Using the validation scores as a basis we can accept the third grade scores of both the experimental and the control groups as being better than average. In addition, past research must be considered which has demonstrated that self-appraisals and self-concepts are relatively resistant to change. (Lecky, 1945; Richardson, 1968). Thus, the obtained results for all four classrooms at the third grade level appear to be most consistent with established theories that self-evaluations do not change easily.

Inspection of the scores for the experimental classroom 502, Figure 3, indicate a mean difference of +4.00 over the seven month period. The +4.00 is an indication of positive growth. The pattern of growth for Experimental 502 appears to follow more closely the pattern of growth in the two control classrooms.

Observing the score gain for grades 4, 5, and 6 in Figure 3, it can be noted that the experimental classrooms of 401, 501, and 601 made the greatest gain for each individual grade level. It should be further noted that the teachers in experimental classrooms 401 and 501 were the individuals responsible for writing the curriculum program for the CASES project at their respective grade levels. The teacher of the experimental 601 was an individual who indicated active interest in the self-awareness project, showed enthusiasm and willingness to include the project in her classroom; in addition, this teacher was a full-time instructor who included the program throughout the year, supported by the counselor as well as the principal of the school. The writer of the sixth grade curriculum for the CASES, the teacher of experimental 602, resigned at the Christmas break but had presented the materials and the planned projects to the students

in her classroom before the Christmas recess. Supportive activities were continued in the experimental 602 classroom for the remainder of the school term.

Recognition should also be given to those individuals who were responsible for writing the program in the primary grades. Those individuals who planned the self-awareness program for their grade level were the teachers of experimental 101, 202, and 301. The difference in mean scores for these three specific classrooms, over the seven month period, indicated a positive gain, note Figure 3.

One can observe from Figures 1 and 2 that the mean scores for both the experimental and the control groups of the primary section were well above the mean scores of 48.00 established in the validating research reports of those who developed the Pictorial Self-Concept Scale. The control sections of the primary grades indicate higher mean scores than the experimental group in the pre-test period, with little perceptible growth over the seven month period. The reason for the control group having a higher regard for themselves, initially, was not anticipated nor do we have an explanation for it. The experimental primary groups did, over the seven month period, substantially raise their scores to that level achieved by the control groups - a record of positive gain that surpassed the growth made by the control sections.

Figures 4 and 5 further substantiate the claims made for the experimental procedures through viewing the gain made by total grade level. Figure 4 identifies the experimental group as making considerable gain in self-concept and self-esteem scores above that accomplished by the control groups as seen in Figure 5, with one exception (as already mentioned) that of the third grade.

Figure 6, which identifies the change in mean scores between the pre- and post-testing periods for males and females of the experimental sections can be interpreted as an indication that both the boys and the girls responded to the activities which were provided for enhancing self-concept and self-esteem. Again, the one exception which appears at classroom 302 must be noted. The control sections, Figure 7, seem to develop a different pattern of student responses - the boys seemed to have stronger gains in scores at the primary level (101-401) while the girls regressed, indicating a possible reduction of confidence in self and less positive feelings concerning self after seven months. Then, in the upper elementary classrooms (402-602) a complete reversal can be noted with the girls of the control sections making definite gains in SEI scores while the boys' scores indicate a definite regression from the X scores of the pre-test.

Figures 8 and 9 are included for additional information. A separate study was included to discover if the CASES experimental procedures/ activities would be helpful for Title I students in developing a more positive feeling about self. The difference in the mean pre- and post-test scores were evaluated for the Title I and the Non-Title I students in each classroom. The Title I students were identified through a special government program as students who were achieving academically at a low level. The results of the evaluation as portrayed in Figures 8 and 9 indicate growth equal to other students in the experimental program of CASES. Title I students in ten of the twelve classrooms made positive gains according to the mean average in PSC and SEI scores while Title I students who were in the control groups showed gain in six of the twelve classrooms with gains being made at a lower level than those achieved in the experimental sections.

Thus, the measured results indicate that the CASES program is advantageous for Title I students - students achieving at a low level.

SUMMARY AND RECOMMENDATIONS

A visual observation of the results of the pre- and post-testing of experimental and control sections for the CASES Self-Awareness Project indicate greater positive change in feelings about self in the experimental groups.

The planned activities developed by the CASES Committee for implementing a self-awareness program emphasized self-identification, relationships with others and success experiences. That a planned program in self-awareness can make a difference in feelings about self is demonstrated by the scores obtained through this study.

At the onset of the study it was recognized that the teachers of both control and the experimental groups were highly oriented to the values of a positive self-concept and it was furthur noted that all teachers in the two pilot schools were concerned and used approaches for helping children to feel and to be successful. However, only the experimental sections in the pilot study were provided with the guide (tools and activities) that had been developed by the elementary CASES Committee.

In summary, it must also be noted that the mean scores from the classrooms of those teachers who assisted with the formulation of the guide were recognizable because of greater gains over the seven month period (generally). Therefore, we can assume that familiarity with the materials, the confidence placed in the program along with interest and enthusiasm for the project had a positive influence on this program.

The planned activities (CASES) appear to meet the needs of both boys and girls, to be appropriate for both sexes. It also seems that a planned program of self-awareness is effective for low-achieving students - helping

them gain an improved self-concept and improved self-esteem.

The importance of a positive self-concept, its relationship to achievement and to success in the world of work has been identified in the literature associated with careers. Also, research reports state that feelings about self are formulated at an early age, that these feelings are highly resistant to change. The research completed for the CASES Self-Awareness Program indicates that it is possible for students to make gains in scores of self-concept and self-esteem; therefore, the recommendations are made that:

- the self-awareness program be continued for elementary students,
- adequate materials be made available to teachers for the purpose of self-awareness program,
- the services of an elementary counselor be made available,
- in-service programs be arranged which will provide opportunities for familiarization with materials and the projected guide-lines for a program in self-awareness at the elementary level.

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Figure 1

Pictorial Self-Concept Scale and Self-Esteem Inventory
$\bar{X}$ Scores Pre- and Post
Oct., 1972 - May, 1973

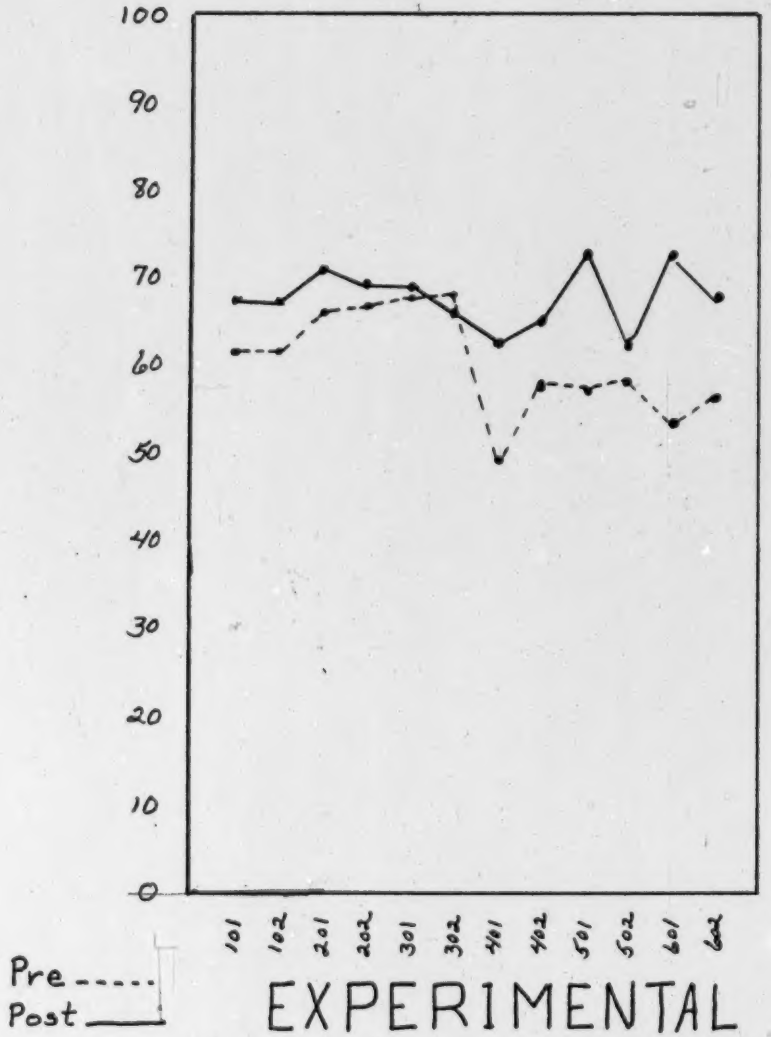


Figure 2

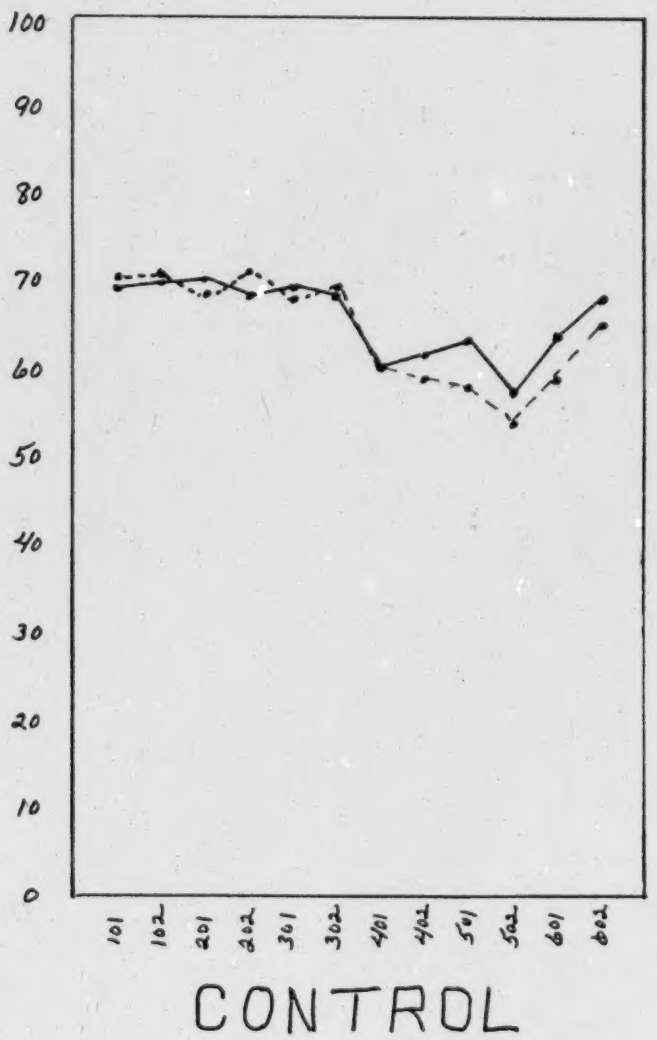


Figure 3

Pictorial Self-Concept Scale
Change in $\bar{X}$ Scores - Primary Level (Grades 1, 2, 3)
Self-Esteem Inventory
Change in $\bar{X}$ Scores - Upper Elementary (Grades 4, 5, 6)
Oct., 1972 - May, 1973

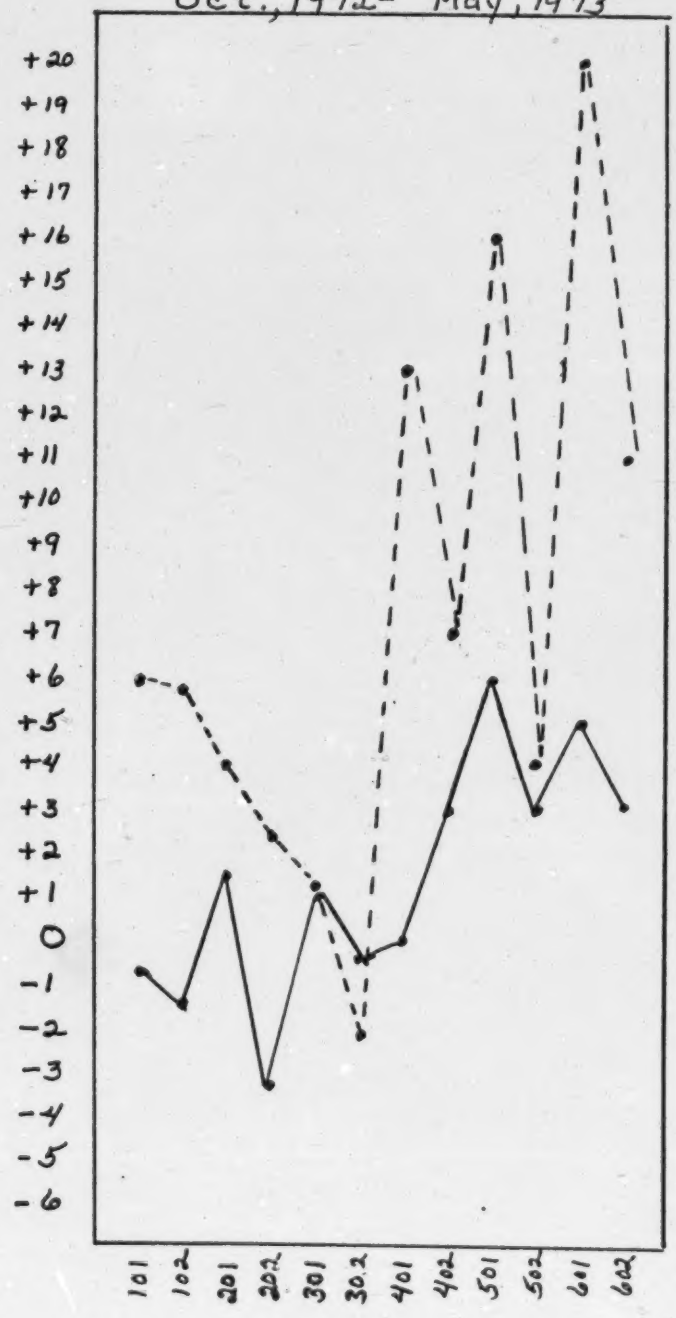
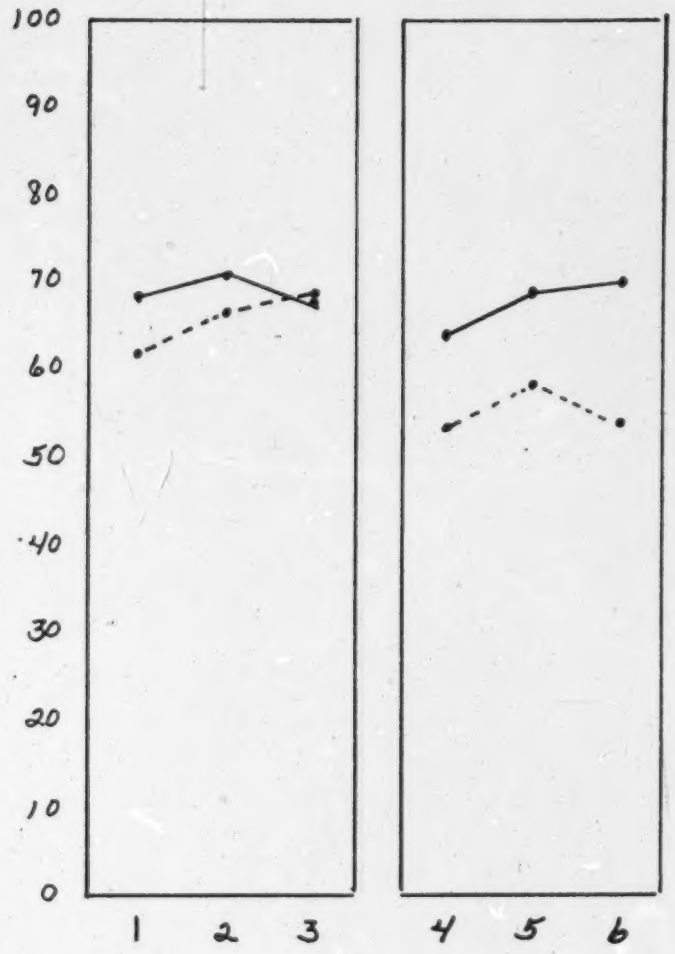


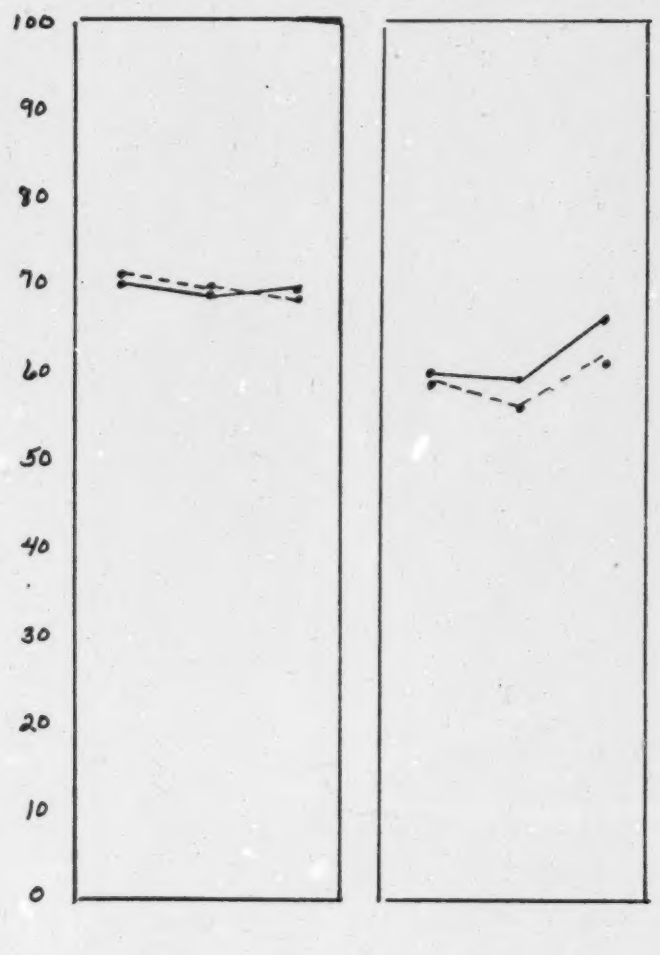
Figure 4



Pre -----
Post ____

EXPERIMENTAL

Figure 5



CONTROL

Figure 6

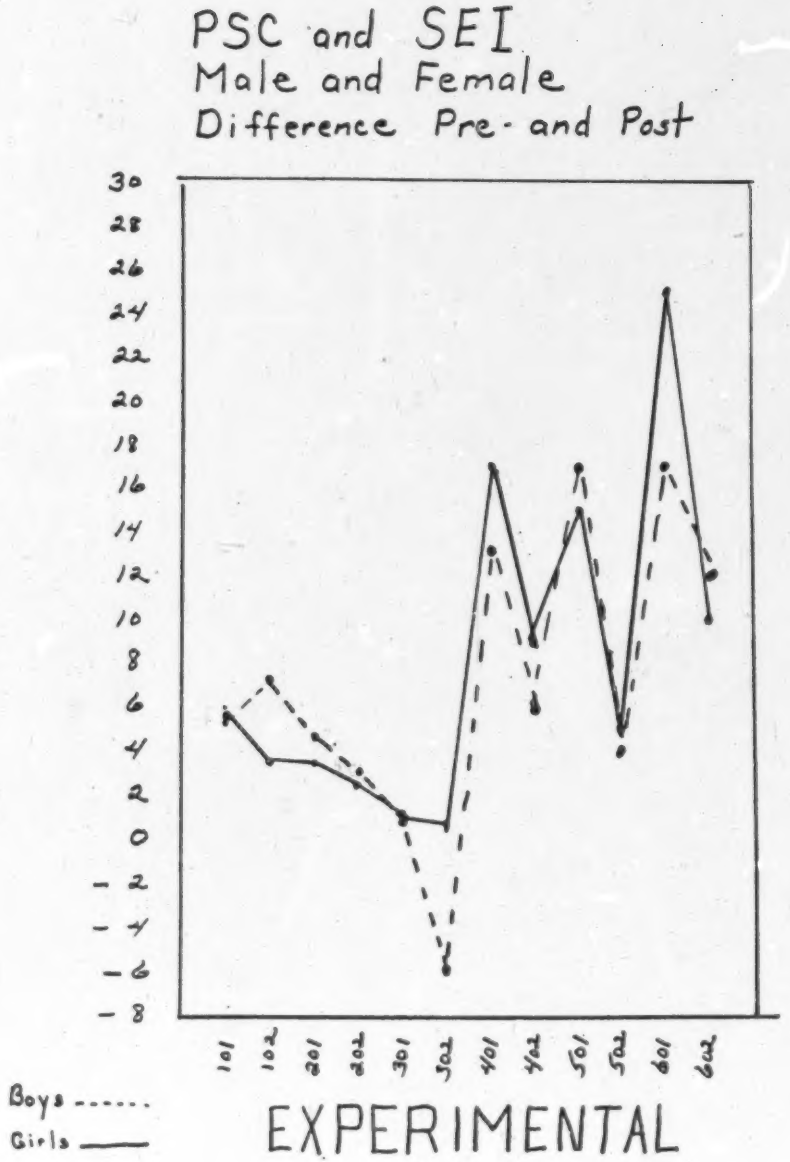


Figure 7

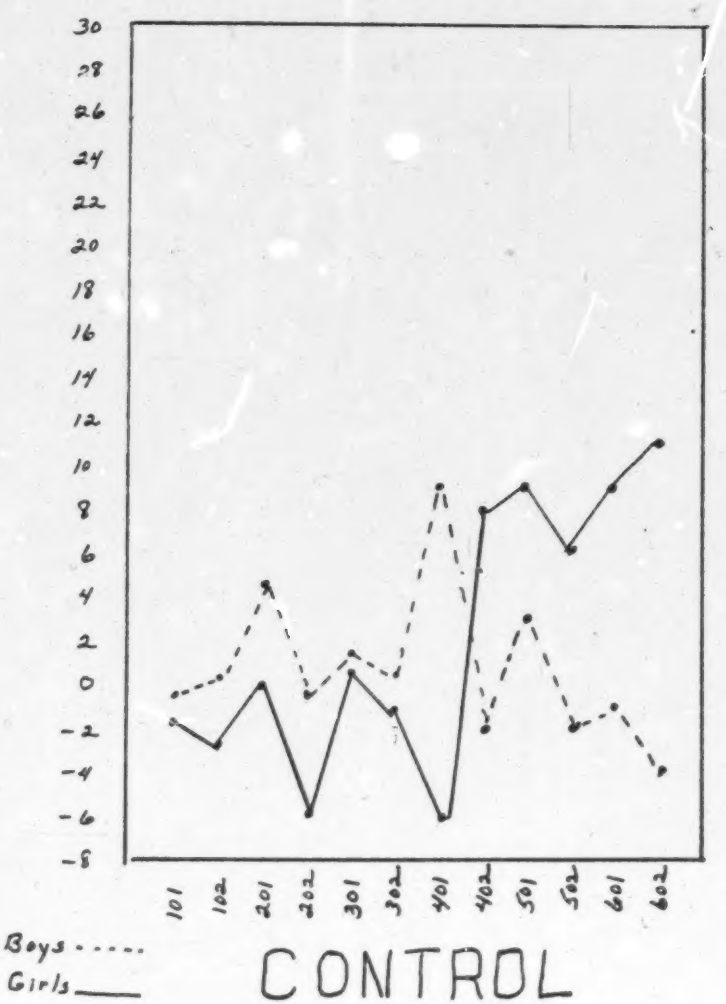


Figure 8

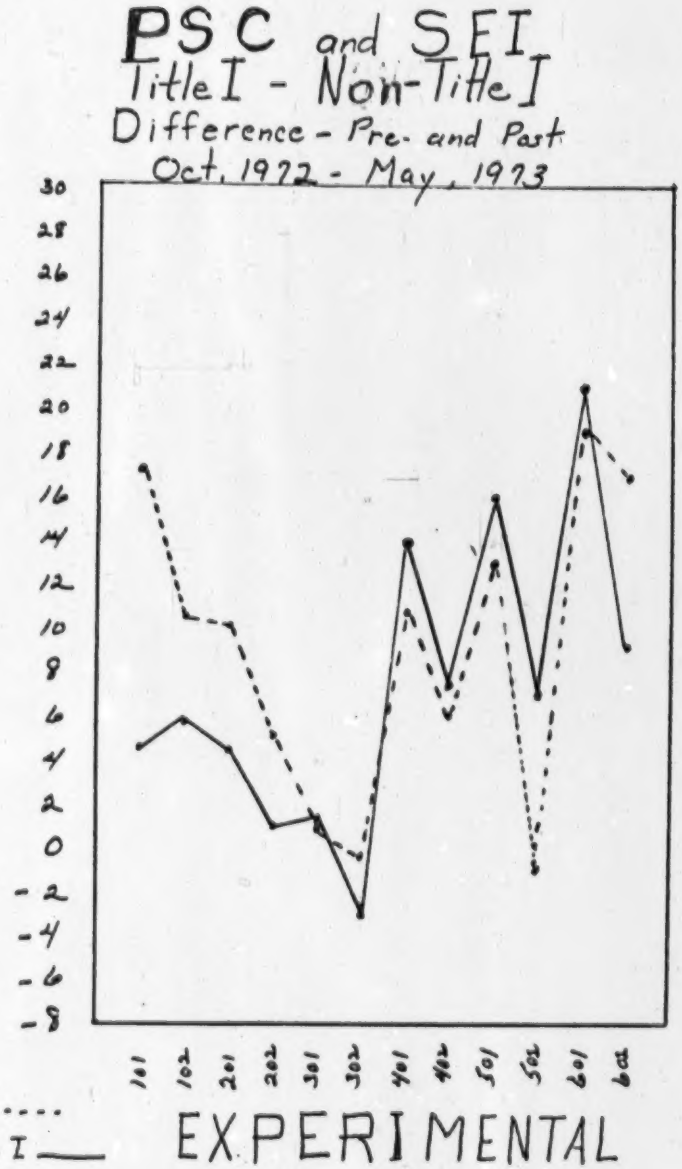


Figure 9

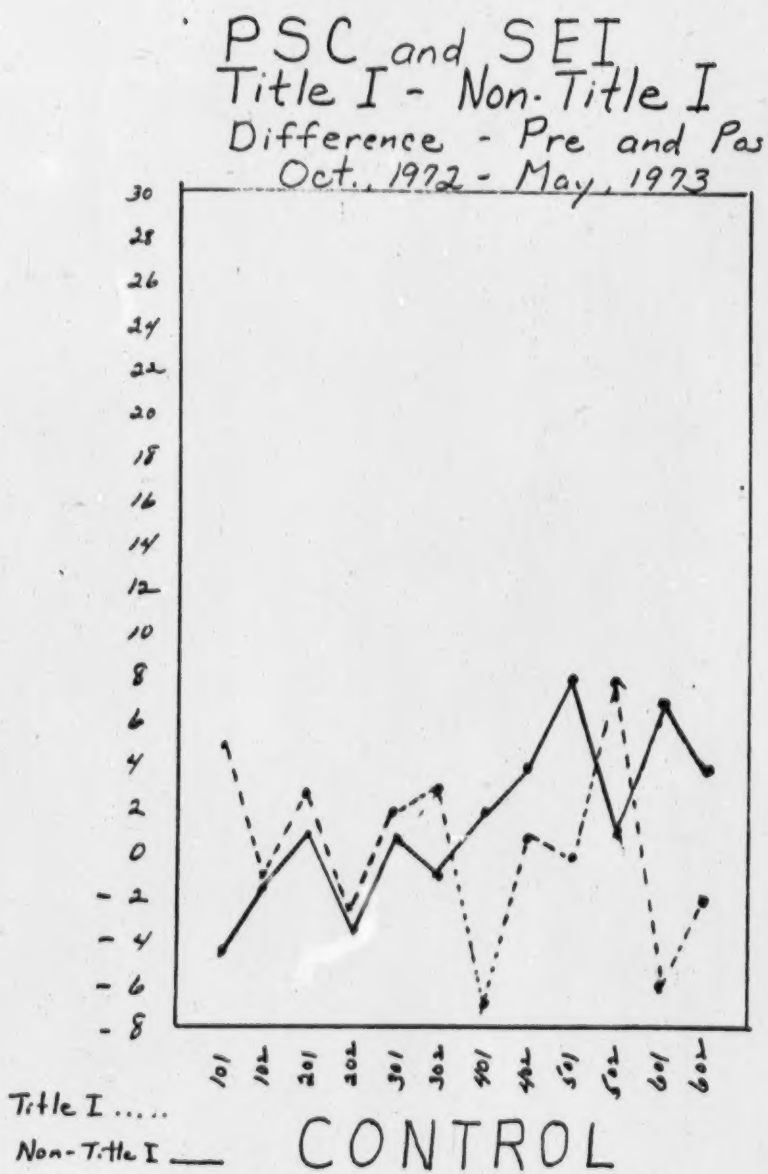


TABLE I

PICTORIAL SELF-CONCEPT SCORES

Grades 1, 2, and 3

Bancroft Elementary

Pre-test - October, 1972

Post-test - May, 1973

Room Identification		$\bar{X}$ Score Girls	Number	$\bar{X}$ Score Boys	Number	Total $\bar{X}$ Classroom
101	Pre	61.8	11	62.4	14	62
	Post	67.7	10	68.2	14	68
Difference:		+5.9		+5.8		+6.0
102	Pre	65.5	9	59.4	14	61.9
	Post	69.3	9	66.7	11	67.8
Difference:		+3.8		+7.3		+5.9
201	Pre	69.3	16	67.2	9	68.5
	Post	69.3	16	71.5	9	70.1
Difference:		0.0		+4.3		+1.6
202	Pre	72.2	11	71.4	11	71.8
	Post	66.2	9	71.2	9	68.7
Difference:		-6.0		-0.2		-3.1
301	Pre	68.5	12	68.1	15	68.3
	Post	69.8	12	69.2	15	69.4
Difference:		+1.3		+1.1		+1.1
302	Pre	68.2	14	68.9	11	68.4
	Post	69.1	13	62.9	11	66.0
Difference:		+0.9		-6.0		-2.4

TABLE 2

PICTORIAL SELF-CONCEPT SCORES

Grades 1, 2, 3

Lincoln Elementary

Pre-test - October, 1972

Post-test, May 1973

Room Identification		$\bar{X}$ Score Girls	Number	$\bar{X}$ Score Boys	Number	$\bar{X}$ Score Total Classroom
101	Pre	70.3	4	70.4	12	70.4
	Post	68.4	4	70.1	9	69.6
Difference:		-1.9		-0.3		-0.8
102	Pre	71.9	8	71.5	7	71.7
	Post	69.4	8	71.6	7	70.5
Difference:		-2.5		+0.1		-1.2
201	Pre	66.3	15	67.2	11	66.7
	Post	70.0	15	71.8	9	70.7
Difference:		+3.7		+4.6		+4.0
202	Pre	69.3	15	64.0	10	67.2
	Post	71.6	11	67.1	9	69.5
Difference:		+2.3		+3.1		+2.3
301	Pre	67.6	15	68.4	12	67.8
	Post	68.1	14	70.2	12	68.8
Difference:		+0.5		+1.8		+1.0
302	Pre	69.8	14	68.6	13	69.2
	Post	68.8	13	68.8	13	68.7
Difference:		-1.0		+0.2		-0.5

TABLE 3

PICTORIAL SELF-CONCEPT SCORES

Grade Level

Pre-test - October, 1972

Post-test - May, 1973

BANCROFT

		$\bar{X}$ Score	No.
1st Grade	Pre-	62.0	48
	Post	67.9	44
Difference:		+5.9	
2nd Grade	Pre-	69.8	45
	Post	69.4	43
Difference:		-0.4	
3rd Grade	Pre-	68.3	52
	Post	67.8	51
Difference:		-0.5	

LINCOLN

		$\bar{X}$ Score	No.
1st Grade	Pre-	71.0	31
	Post	70.0	28
Difference:		-1.0	
2nd Grade	Pre-	66.9	51
	Post	70.1	44
Difference:		+3.2	
3rd Grade	Pre-	68.4	54
	Post	68.7	52
Difference:		+0.3	

TABLE 4

SELF-ESTEEM INVENTORY

Grades 4, 5, and 6

Bancroft Elementary

Pre-test - October, 1972

Post-test - May, 1973

Room Identification		$\bar{X}$ Score Girls	Number	$\bar{X}$ Score Boys	Number	$\bar{X}$ Total Classroom
401	Pre	60	18	57	11	59
	Post	54	18	66	11	59
Difference:		-6		+9		00
402	Pre	54	16	63	15	58
	Post	62	16	61	15	61
Difference:		+8		-2		+3
501	Pre	57	10	57	17	57
	Post	72	10	74	16	73
Difference:		+15		+17		+16
502	Pre	60	15	54	10	58
	Post	65	15	58	9	62
Difference:		+5		+4		+4
601	Pre	57	18	61	12	59
	Post	66	18	60	12	64
Difference:		+9		-1		+5
602	Pre	66	15	63	13	65
	Post	77	14	59	13	68
Difference:		+11		-4		+3

TABLE 5

SELF-ESTEEM INVENTORY

Grades 4, 5, and 6

Lincoln Elementary

Pre-test - October, 1972

Post-test - May, 1973

Room Identification		$\bar{X}$ Score Girls	Number	$\bar{X}$ Score Boys	Number	$\bar{X}$ Total Classroom
401	Pre	37	7	53	20	49
	Post	54	7	66	18	62
Difference:		+17		+13		+13
402	Pre	54	11	61	16	58
	Post	63	11	67	16	65
Difference:		+9		+6		+7
501	Pre	52	17	63	12	57
	Post	61	17	66	12	63
Difference:		+9		+3		+6
502	Pre	51	17	59	13	54
	Post	57	17	57	12	57
Difference:		+6		-2		+3
601	Pre	48	14	56	16	53
	Post	73	13	73	14	73
Difference:		+25		+17		+20
602	Pre	50	12	60	17	56
	Post	60	12	72	17	67
Difference:		+10		+12		+11

TABLE 6

PICTORAL SELF-CONCEPT SCORES

Grade Level

Pre-test - October, 1972

Post-test - May, 1973

BANCROFT			LINCOLN		
Grade	$\bar{X}$ Score	No.	Grade	$\bar{X}$ Score	No.
4 Pre-	59	60	4 Pre-	53	54
Post	60	60	Post	64	52
Diff.	+1		Diff.	+11	
5 Pre-	58	52	5 Pre-	55.5	59
Post	68	50	Post	60	58
Diff.	+10		Diff.	+4.5	
6 Pre-	61	58	6 Pre-	54.6	59
Post	66	57	Post	70	56
Diff.	+5		Diff.	+15.4	

TABLE 7

PICTORIAL SELF-CONCEPT SCORES

Title I - Non-Title I Mean Scores

Pre-test - October, 1972

Post-test - May, 1973

	BANCROFT		LINCOLN	
Classroom	$\bar{X}$ Score Title I	$\bar{X}$ Score Non-Title I	$\bar{X}$ Score Title I	$\bar{X}$ Score Non-Title I
101 Pre-	53.4	63.3	66.9	72.3
Post	70.4	67.7	72.1	68.0
Difference:	+17	+4.4	+5.2	-4.3
102 Pre-	54.9	63.1	71.7	71.7
Post	65.2	69.0	70.9	70.0
Difference:	+10.3	+5.9	-0.8	-1.7
201 Pre-	68.3	68.6	63.6	66.1
Post	71.0	69.5	73.6	70.3
Difference:	+2.7	+0.9	+10.0	+4.2
202 Pre-	69.7	73.3	67.1	67.1
Post	67.6	69.6	72.3	68.6
Difference:	-2.1	-3.7	+5.2	+1.5
301 Pre-	68.0	68.5	68.0	67.6
Post	68.9	69.7	70.0	68.4
Difference:	+0.9	+1.2	+2.0	+0.8
302 Pre-	70.1	67.8	67.8	69.7
Post	69.9	64.7	71.0	68.2
Difference:	-0.2	-3.1	+3.2	-1.5

TABLE 7

(cont.)

	BANCROFT		LINCOLN	
Classroom	$\bar{X}$ Score Title I	$\bar{X}$ Score Non-Title I	$\bar{X}$ Score Title I	$\bar{X}$ Score Non-Title I
401 Pre-	46.0	63.0	42.0	51.0
Post	39.0	65.0	53.0	65.0
Difference:	-7.0	+2.0	+11.0	+14.0
402 Pre-	57.0	59.0	57.0	59.0
Post	58.0	63.0	63.0	66.0
Difference:	+1.0	+4.0	+6.0	+7.0
501 Pre-	53.0	58.0	50.0	58.0
Post	69.0	74.0	50.0	66.0
Difference:	+13.0	+16.0	0.0	+8.0
502 Pre-	55.0	60.0	43.0	57.0
Post	54.0	67.0	51.0	58.0
Difference:	-1.0	+7.0	+8.0	+1.0
601 Pre-	59.0	59.0	42.0	55.0
Post	53.0	66.0	61.0	76.0
Difference:	-6.0	+7.0	+19.0	+21.0
602 Pre-	44.0	66.0	45.0	59.0
Post	42.0	70.0	62.0	68.0
Difference:	-2.0	+4.0	+17.0	+9.0